Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

COURSE SYLLABUS

SCHOOL OF COMMUNICATION & THE ARTS
THEATRE DEPARTMENT

THE 725
DESIGN PROCESS 1
SUMMER 12
COM 229 – M/T/W/TR 1 PM – 3:50 P.M.

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

Please initial here to indicate that you have read and understood the requirements outlined in this syllabus

__________________
Student initials
I. COURSE DESCRIPTION

This course is designed to introduce students to the theoretical and aesthetic concepts of design and technology for the stage, focusing on the areas of scenery, lighting and sound. This course will explore the elements and principles of design, the design process and visualization/communication skills.

Rationale/Course Overview

Course Goals:

1. Develop the necessary vocabulary to understand, discuss, and evaluate theatre aesthetics and design ideas as well as understand concept, research, and play analysis as it relates to the theatre designer.
2. Apply the elements and principles of design as related to the stage with particular attention to the spatial relationships within the performance venue.
3. Identify within a “script” the cues, ideas, and themes and evaluate their importance for the development of a design.
4. Develop skills necessary for visualizing and communicating design ideas.

THEATRE PROGRAM - MA OUTCOMES

1. Students will demonstrate the ability to integrate and apply the Christian faith and biblical truth and principles to the study and practices of communication within a theatre context.
2. Students will demonstrate a working knowledge of theatrical design elements and stage management techniques to theatrical arts endeavors.
3. Students will demonstrate the ability to effectively critique and review theatre literature in order to be able to evaluate varied theatre genres and to understand their structure and meaning.
4. Students will demonstrate a working knowledge of an approach to acting and directing techniques/theories for the stage to include directing and acting projects.
5. Students will demonstrate their obtained knowledge of theatre studies through realizing one of the following final projects: writing a thesis paper on some aspect of theatre theory, literature of creative endeavor in theatre; execute a creative portfolio; take a one/credit hr. comprehensive exam, which asks them to test their acquired knowledge in a series of take home questions researched and written over a week’s time.
FAITH & LEARNING

Proverbs 3:5-7
Trust in the Lord with all your heart,
And do not lean on your own understanding.
In all your ways acknowledge him,
And he will make straight your paths.

This course is both artistically and academically rigorous and requires a large amount of work outside the classroom. As is true in the industry, time is of the essence and therefore assignments are expected to be completed as scheduled.

PREREQUISITE
None

COURSE THE 725 OUTCOMES

Outcome: Students will be able to develop the necessary vocabulary to understand, discuss, and evaluate theatre aesthetics and design ideas as well as understand concept, research, and play analysis as it relates to the theatre designer.
Assessment: In Class Exercises, Design Projects, Presentations

Outcome: Students will be able to apply the elements and principles of design as related to the stage with particular attention to the spatial relationships within the performance venue.
Assessment: In Class Exercises, Design Projects, Presentations

Outcome: Students will be able to Identify within a “script” the cues, ideas, and themes and evaluate their importance for the development of a design.
Assessments: Assignments, in class Discussion, Design project

Outcome: Students will be able to develop skills necessary for visualizing and communicating aesthetic choices and thematic ideas.
Assessments: Design Projects, Assignments, in class Exercises, discussion

COURSE MATERIALS

Required Texts;

Recommended Texts;
The Dramatic Imagination, Robert Edmond Jones. 2nd edition, Routledge
Scene Design and Stage Lighting, W. Oren Parker, R. Craig Wolf, Dick Block . Wadsworth
See frequently updated Course Materials on course Blackboard Site

Required Materials;

Drafting/Art Materials:
- Scale rule (architect)
- 30-60-90 triangle
- 45-45-90 triangle
- protractor
- pencils
- eraser
- tape
- vellum
- sketching pencils
- sketch/drawing pad (at least 8.5x11)
- some color media (pencils, markers)...I will provide paints and brushes
- CraftGlue
- various art papers (depends on your likings)

OTHER MATERIALS AS NECESSARY:
- Cold Press illustration board, Bristol board, Watercolor Paper, Sketch Pad, Newsprint, Construction Paper, Foam Core Board

*THIS LIST IS NOT CONCLUSIVE.* You are expected to explore the possible materials depending on the projects.

COURSE REQUIREMENTS AND ASSIGNMENT

1. Students must read all reading assignments and be prepared for class exercises and projects when the project is due.
2. Each student should label their assignments including their last name and the type of assignment.
3. Class Participation - Students must participate in thoughtful class discussions on a daily basis.
4. All design assignments are due in class, at the beginning of class on the day the assignment is due. Upon arriving in class, design assignments are to be pinned to the display boards, ready for critique which will start promptly with the beginning of class. All monetary burdens for art supplies, computer equipment, maintenance, and viable online access are borne by the student.

LATE ASSIGNMENTS

The instructor will not accept late assignments, unless the student has arranged permission prior to the due date. Late assignments with permission by the instructor
may be penalized up to 10% per day for each day late (including weekends). Legitimate emergencies will be addressed on an individual basis.

ATTENDANCE POLICY:
Students are expected to come to class on time and prepared for that day’s activities. Students are allowed two absences for illnesses or other personal emergencies. Every absence after the second absence will result in a 10% reduction of the final grade. It is the student’s responsibility to inquire about any missed information or assignments prior to the next class meeting. Three late arrivals constitute an absence. After ten minutes, a tardy is considered an absence. If class has begun, please enter as quietly as possible. Please be aware of what it is you are interrupting by your late arrival.

DESIGN LAB COM 229
Theatre Design Lab is reserved for use by students enrolled in Theatre courses and student designers only. Printing is for class use only. Printing on the large format HP printer must be set up in advance with the professor. The Design Lab is to be locked at all times when not in use. Security Services can be notified to let you in, should you need in to work on a project. The computers in the labs are for Theatre work only. Printing is allowed for theatre courses & production work only. Students must provide their own paper for the printer. Printing on the HP wide format color printer is by permission ONLY. Clean up after yourselves. Water (in a closeable container) and small snacky foods in the Design Lab are OK, provided that it is cleaned up. If this becomes a problem, then this privilege will be revoked. Remember, sharing is awesome…and some people, not naming names, like plain cake donuts.

DISCLAIMER:
Assigned texts will reflect the diversity of world views actors will face in the professional theatre, both in America and abroad. Since most working designers are asked to engage in this diverse spectrum of literature, my goal is to provide a safe environment in which to discuss diverse texts, literature which may not reflect the same world view as the actor, engage in discussions about uncomfortable subject matter, debate the ethical implications of the author’s dictation of the display of private behavior in public and discuss faith-based criteria for guiding future professional decisions related to both personal artistic choices and choices that honor the intention of authors with diverse world views. I am interested in discussing matters of faith inside and outside of class, especially when it comes to weighing reasons to play roles or explore actions that reflect either private behavior for public consumption or a world view contrary to one’s own.

UNIVERSITY ACADEMIC HONOR CODE
Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual
property of others. Students are expected to be familiar with the university’s policy on academic integrity found in both the University Student Handbook and School of Undergraduate Studies Catalog (http://www.regent.edu/general/catalog/) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.

Students should be aware that submitted papers may be checked using Safeassign (Blackboard’s plagiarism detection feature. This feature will determine the percentage of the submitted paper that matches other sources and will generate a report. Scores below 15% include quotes and few common phrases or blocks of text that match other documents, these papers indicate no evidence of the possibility of plagiarism. Scores between 15% and 40% include extensive quoted or paraphrased material or may include plagiarism and will require further review. Scores over 40% indicate a high probability the text in the paper was copied from other sources and should be reviewed for plagiarism. The professor or instructor will contact the student if plagiarism is a concern.

EVALUATION AND GRADING

A. Weight
   - Participation/Class Discussion 5%
   - In Class Exercises 10%
   - Design Projects 20%
   - Quizzes 5%
   - Set Model 15%
   - Lighting Storyboard 15%
   - Sound Project 10%
   - Final Project 20%

B. Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>96–100</td>
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<tr>
<td>A-</td>
<td>93–95</td>
</tr>
<tr>
<td>B+</td>
<td>90–92</td>
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<tr>
<td>B</td>
<td>85–89</td>
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<tr>
<td>B-</td>
<td>81–84</td>
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<tr>
<td>C+</td>
<td>78–80</td>
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<td>C</td>
<td>75–77</td>
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<td>C-</td>
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# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>July 16</th>
<th>Lecture</th>
<th>Exercise</th>
<th>Critique/Due</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Monday</td>
<td>July 16</td>
<td>Intro to Class &amp; review of design elements</td>
<td></td>
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<tr>
<td>2</td>
<td>Tuesday</td>
<td>July 17</td>
<td>Production Organization, Management &amp; The Design Process, Sound Design</td>
<td>Concepts/Statement of Design Idea</td>
<td>Gillette Ch1, 2, &amp; 21</td>
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<tr>
<td>3</td>
<td>Wednesday</td>
<td>July 18</td>
<td>Lighting Design</td>
<td>work on Sound Project (1/2)</td>
<td>Line Project</td>
<td>Gillette Ch14</td>
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<td>4</td>
<td>Thursday</td>
<td>July 19</td>
<td>How We See Things - Style, Composition, &amp; Design</td>
<td>Style worksheet</td>
<td>Gillette Ch5</td>
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<tr>
<th>Week 2</th>
<th>Monday</th>
<th>July 23</th>
<th>Exploring Different Media</th>
<th>Watercolor, Guache, Acrylics, Markers, Color Pencils</th>
<th>Shape/Form Project</th>
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<tbody>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>July 24</td>
<td>Sketching</td>
<td>work on Storyboards Project</td>
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<tr>
<td>6</td>
<td>Wednesday</td>
<td>July 25</td>
<td>Scenic Design</td>
<td>Exploring different material</td>
<td>Gillette Ch9</td>
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<td>7</td>
<td>Thursday</td>
<td>July 26</td>
<td>Model Making</td>
<td>Model Techniques using different material</td>
<td>Storyboards Project</td>
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<tr>
<th>Week 3</th>
<th>Monday</th>
<th>July 30</th>
<th>Drafting</th>
<th>Drafting Exercises</th>
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<tbody>
<tr>
<td>9</td>
<td>Tuesday</td>
<td>July 31</td>
<td>discuss <em>Cat on a Hot Tin Roof</em></td>
<td>Cat on a Hot Tin Roof</td>
<td></td>
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<tr>
<td>10</td>
<td>Wednesday</td>
<td>August 1</td>
<td>Drafting</td>
<td>TBA</td>
<td>Drafting due</td>
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<tr>
<td>11</td>
<td>Thursday</td>
<td>August 1</td>
<td>Design Project</td>
<td>TBA</td>
<td>Texture Project</td>
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<tr>
<th>Week 4</th>
<th>Monday</th>
<th>August 6</th>
<th>Design Project</th>
<th>Design Project</th>
<th>Space Project</th>
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<tbody>
<tr>
<td>13</td>
<td>Tuesday</td>
<td>August 7</td>
<td>In class</td>
<td>Work on <em>Cat on a Hot Tin Roof</em> (1/2)</td>
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</table>
Wednesday August 8
In class
Work on Cat on a Hot tin Roof (2/2)

Thursday August 9
Presentation
Cat on a Hot tin Roof critique

Schedule subject to change. Changes posted on Week-to-week schedule on Blackboard.

DISABILITY STATEMENT
The student is responsible for contacting Director of Student Life at 757.352.4867 to request accommodations, provide necessary documentation, and make arrangements with each instructor. The following website is designed to help our disabled students learn of their rights and responsibilities with regards to disability services. The site also has resources for faculty to become better informed of their responsibilities towards the disabled students in their classes.
http://ww.regent.edu/disabilities

STUDENT COURSE EVALUATION
Becoming Christian leaders includes learning how to evaluate others by providing honest evaluations that include positive affirmation and constructive feedback, as appropriate. Consequently, university policy requires that all students submit a formal student evaluation of teaching form at the end of the academic term. This mandatory requirement must be completed before students will be able to access their final course grade. This form is only available in an online format. Prior to the end of the course, students will receive an e-mail indicating that the form is available. Instructions on accessing the evaluation will be included. Since these evaluations are only available for a limited time, students should complete the evaluation as soon as they receive the e-mail notification that the evaluation form is available. Instructors will not have access to course evaluations until after grades have been submitted and will only have access to anonymous summary data. Students are also encouraged at any point during the term to offer comments that may be helpful to the improvement or refinement of the course. Students can access the online evaluation system at: http://eval.regent.edu/registemony/students.cfm. If you have questions about the online evaluation please contact evaluation@regent.edu.

DEPARTMENT RESOURCES:
Theatre Department Student Forms Page (including prop check-out form)

UNIVERSITY POLICIES AND RESOURCES:
Please review the following links for important information on University policies:
Academic Calendar/Registrar Information
ACADEMIC INTEGRITY:
The instructor along with the Regent University community of teachers and scholars upholds the standard of academic integrity. Any instances of academic dishonesty (e.g., lying, cheating, defrauding) or plagiarism (e.g., failure to acknowledge indebtedness to another for the source of salient points, presenting the concepts or writings of another as one’s own) will not be tolerated. In addition to receiving an F on the assignment, additional discipline as noted in the Regent University Catalog and student handbook may also be in order. Honor/Plagiarism Policy

INCOMPLETE GRADES POLICY:
Students desiring an incomplete must submit their request to the course instructor and academic dean prior to the end of the term. An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student’s part. Incompletes require the final approval of the school dean or his/her authorized representative. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following academic term. The instructor will submit the new grade to the Registrar’s Office no later than two weeks after the beginning of the subsequent term. If all work is not submitted by the end of the term following the granting of the incomplete, a grade of FX (NP for pass/fail courses) will be posted automatically unless a Request for Extension of Incomplete has been approved and submitted to the Registrar’s Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to the course after an FX or NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.

IN PROGRESS GRADES:
In Progress grades shall be given when work is not completed by the end of the term for the following academic work: independent studies, internships, practica, portfolios, theses and dissertations. An IP is also an appropriate grade for courses in which the completion of course requirements for ALL students extends beyond the academic term in which the course is offered. An IP may be continued to a maximum of two terms when the student requests and extension and the approved form is submitted to the Registrar’s Office prior to the end of the first term. If the requirements for removal of the IP grade are not completed by the end of these two terms. A grade of FX (NP for pass/fail courses) will be posted automatically. Exceptions may be made for dissertations, which may continue without penalty. Any student desiring reinstatement to the course after an FX or NP has been posted
must register for the course in a subsequent term and pay the full current tuition for the course.

**DISABILITY STATEMENT:**
The student is responsible for contacting the assistant director of Student Services at 757.352.4486 to request accommodations, provide necessary documentation, and make arrangement with each instructor. The following website is designed to help our disabled students learn of their rights and responsibilities with regard to disability services. The site also has resources for faculty to become better informed of their responsibilities toward the disable students in their classes.

[www.regent.edu/admin/stusrv/student_life/disabilities.cfm](http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm)

Last Updated: 3/8/2012

*At times, due to unforeseen circumstances, course content may be subject to change. Please check with your professor to insure you have the most recently updated Syllabus for this course.*

Regent University
1000 Regent University Drive, Virginia Beach, VA, 23464
Phone (888) 718-1222
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Design Process 1 Syllabus
Summer 2012

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

Please initial here to indicate that you have read and understood the requirements outlined in this syllabus

_________________________________  ______________________________________
Student signature                  Please print name